

Curriculum Library Archives

Vocational Series - Curriculum Guides
and Courses of Study - Senior High
Level

TX
911.5
F66

CURRGDHT

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



CURRICULUM GUIDE

EDUCATION
CURRICULUMDIVISION OF INDUSTRIAL
& VOCATIONAL EDUCATIONVocational Course in FOOD PREPARATION

NOTE: Accompanying entries in the "Work Activity" column is a group of symbols. The code consists of four letters: D, E, P, and L. The following table will clarify their meaning:

E <u>E</u> ssential Work Activity)	
D <u>D</u> esirable Work Activity)	Instructional
P <u>P</u> ractice Job)	Relationship
L <u>L</u> ive Job)	
)	Relative Nature

LIBRARY
UNIVERSITY OF ALBERTA

VOCATIONAL COURSES IN FOOD PREPARATION

Objectives

There has been during the last ten years a rapid growth in the food service industry but the supply of skilled food-preparation personnel has steadily declined. There is a need for vocational training centres to help solve this problem.

The primary objective of the food-trade program is to train persons for useful employment in the food-preparation industry.

More specific objectives may be:

(1) To provide the high school age boys and girls with training in the fundamental skills, knowledge, and attitudes in food preparations so as to qualify them for the beginning level of employment.

(2) To raise the standards of the food industry by providing a source of trained personnel.

(3) To raise the prestige of the food service worker by offering training recognized by industry and the community.

(4) To encourage the development of reliable workers and good citizens.

FIRST YEAR COURSES

The course at the Grade X level is an introductory or exploratory course. It is designed so it could be offered in composite high schools, as well as at the vocational high schools. This will mean that there will not be a cafeteria in all high schools where the course is offered.

The main objectives of the course is to interest the boys and girls in the opportunities for careers to be found in the food-service industries.



Digitized by the Internet Archive
in 2012 with funding from
University of Alberta Libraries

<http://archive.org/details/foodpreparation60sln>

The specific objectives are to provide the Grade X boy or girl with training in the fundamental skills, knowledge and attitudes in food preparation which will prepare them to continue in further work in large quantity cookery.

(2) Develop good food habits and good general health habits.

(3) Develop good techniques and standard methods.

(4) Serve food that is attractive.

Credit - 5 periods a week or 5 credits.

Time - 200 minutes per week. At least 2 periods should come together.

Text - Experiences with Foods by L. Belle Pollard - Ginn and Company.

Kitchen Management and Sanitation

<u>Work Activity</u>	<u>Basic Information</u>	<u>Reference</u>
1. Dishwashing		
Pre-rinsing	a. Methods and advantages of sorting, Page 30 prerinsing and scraping dishes.	
E	b. Reason for condemning dishes.	
	c. Reaction of dish soil on cleaning agents.	
	d. Local regulations re hand washed and machine washed dishes.	
Washing dishes and flat ware	a. Variety of types, kinds and uses of cleaning agents.	
E	b. Methods of adding detergents to wash water.	
	c. Temperature, hardness, and conditions of wash water.	
	d. Correct order of washing dishes.	

Rinsing dishes and a. Temperature of water.

flat ware b. Common germs found on dishes.

E

Drying, handling, a. Correct method of handling and
storing dishes and drying dishes.

glasses. b. Reasons for not towelling in
E restaurants and institutions.

c. Methods to prevent spotting.

d. Correct methods of handling.

e. Correct method of stacking and
storing dishes.

f. Varieties and types of dishes and
glasses.

2. Defrost and Clean a Refrigerator

Operating refrig- a. Types of refrigerators. Page 107

erators and deep b. Temperature control.

freeze units. c. Desirable temperature for various Page 109-111
E types of foods.

d. Methods of defrosting. Page 117

e. Problem of condensation.

f. How to prevent overloading.

g. Methods of wrapping foods for
storage.

h. Arrangement of foods under
refrigeration.

i. Standard refrigeration sanitation
techniques and purpose of same.

3. The Range

Operating a kitchen range.	a. Types of fuels used.	Page 106
E	b. Use of thermostats and temperature controls.	
	c. Starting and shut down procedures. Safety rules.	Directions that come from the manufacture of the range.
	d. Interpretation of maker's operating instructions.	
	e. Knowledge of heat conservation.	
Directions for cleaning a stove.	a. Care of burners, enamel, oven, and broiler.	Home Service Department of gas and electrical companies.
E	b. Daily care.	
	c. Thoroughly cleaning procedures.	
	d. Good habits necessary in the use of the range.	Pages 111-112

4. Storage of Food (This may be taught with each food unit if desired.)

Cereals.	a. Spoilage.	Page 50
E	b. Types of containers used.	
Vegetables.	a. Canned.	Pages 240-243
E	b. Fresh.	
	c. Dried.	
	d. Frozen.	
Fruits.	a. Canned.	Pages 37- 44
E	b. Fresh.	
	c. Dried.	
	d. Frozen.	

Proteins.	a. Meat.	Page 205
E	b. Poultry.	Page 231
	c. Fish.	Pages 219-223
	d. Eggs.	Page 63
Dairy products.	a. Milk.	Pages 74- 75
E	b. Cheese.	Page 136
	c. Butter.	
Cooked foods.	a. Cakes.	Page 178
E	b. Cookies.	
	c. Pastry.	
	d. Leftovers, etc.	
Frozen foods.	a. Wrapping and freezing foods -	Pages 504-506
E	use of deep freeze.	
	b. Care of commercially frozen food.	
5. Care of Individual Stations.		
How to plan an	a. The most efficient type of	Pages 92- 95
efficient kitchen.	kitchen.	
D	b. The best arrangement of equipment.	
	c. Organization of work centres.	Pages 100-102
	d. Basic requirements of a well	Pages 22- 27
	managed kitchen.	
Care of station.	a. Directions for cleaning the	1. Summary of
E	kitchen.	previous sect-
		ions.
		2. Instructors
		own directions.

6. Care of the Floor.

Study floor finishes. a. Linoleum. Johnson's Wax
b. Tile. Pamphlets.

D c. Cement.
d. Wooden.

Directions for care of each floor finish.
a. Daily care.
b. Weekly care.

E

Sanitation rules. a. Necessity of keeping floor clean
E to prevent accidents.

b. Local laws.

Serving

A. Where there is a cafeteria each student should have experience working in the cafeteria line.

E { 1. Steam table.
 { 2. Desserts.
 { 3. Bus.
 { 4. Operating dish washing machine.

It is suggested that one third of the time be spent working in the cafeteria at noon. The instructor would need to organize this to fit their situation.

B. (a) Where there is no cafeteria it is suggested that the students plan, cook, serve, and clean up for:

E { 1. A staff dinner.
 { 2. A banquet.
 { 3. A tea.

- (b) Trips should be arranged to restaurants, hotels or hospital kitchens where large quantity equipment is used.

D

Nutrition

A. Food Needs of the Body.

E

Foods give energy.	a. Calories and their function.	Pages 3- 4
	b. Individual caloric needs.	Pages 4- 5
	c. Carbohydrates insure fuel supply.	Pages 510-512 Pages 5- 7
Fats protect health.	a. Fats and their functions.	Pages 7- 8
	b. Individual fat needs.	
Proteins promote growth.	a. Proteins and their functions.	Page 9
	b. Individual protein needs	Pages 9- 10
Minerals build and regulate the body.	a. Minerals and their functions.	Pages 10- 11
	b. Individual mineral needs, calcium, phosphorous, iron, copper and iodine.	Pages 12- 13
The importance of vitamins.	a. Their function.	Pages 14- 17
	b. Individual needs: Fat Soluable, Vitamin A, D, E, and K, Water Soluable Vitamins, Thiamin (B ₁), Riboflavin (B ₂), Niacin, Vitamin C (ascorbic acid).	
Water.	a. It serves many purposes.	Pages 17- 18
B. The Guide to Daily Meals.		
	a. Canada's Food Guide.	Pages 18- 19
	b. Menus based on Canada's Food Guide.	Page 34

Plan, Prepare, and Serve:

Breakfast	Pages 82- 87 Pages 88- 89
Luncheon	Pages 187-190 Page 342
Dinner	Page 263 Pages 266-267
Buffet	Pages 334-335

Sauces

Preparing ingred-	a. Quantities required.	Page 156
ients.	b. Knowledge of formula and proced- ures for thin, medium, and thick.	
	c. Uses of herbs, spices, and flavourings.	
	d. Correct thickening agents.	
Making and cooking.	a. Types and uses of "Roux".	
	b. Mixing and blending techniques.	
	c. Required time for cooking.	
	d. Correct cooking temperatures.	
	e. Knowledge of correct consistency, smoothness, and textures.	

Prepare each type in	a. Where sauces are used in cookery.	Page 423
combination with	b. How to serve attractively.	
protein or vegetables		
on toast.		

Vegetables - Choice, Preparation, Cooking

Prepare report on	a. Value of vegetables in diet.	
vegetables avail-	Consider mild flavored and strong	Pages 238-260
able from local	b. Choice and care of vegetables -	
market.	Canned vegetables.	
a. green, seed and	Root vegetables.	
pod.	Green and seed vegetables.	
b. root and tuber.	Frozen vegetables.	
D P	Choice determined by -	
	Quality.	
	Cost.	
	Storage space available.	
	Use.	
	Time available for preparation.	
Open cans of two	c. Advantages and disadvantages of:	
grades of peas of same	1. Canned vegetables.	
size and two grades	2. Fresh vegetables.	
corn - cream style.	3. Frozen vegetables.	
Compare flavor, texture,	4. Dehydrated vegetables.	
color and solid content.		
Determine to what	Methods of preparing fresh vegetables.	
type of dish each	<u>General</u>	
is best suited.	1. Boiling - Principles.	Page 249
D P	a. Amount of water needed.	General Methods
	b. Size of pieces.	of Cooking
	c. Use of boiling water.	Cooking Chart
	d. When salt is added.	Pages 413-419
	e. Methods to retain color,	
	flavor, etc.	

2. Steaming.

3. Baking - includes casseroles.

4. Pressure cooking.

Demonstrations - how to prepare and
serve.

Potatoes - Boiled.

Mashed.

Creamed.

Where Used: Baked. Page 250

Scalloped Paged 419

Pan fried - raw vegetables Page 418

Hashed brown - cooked vege- Page 418

tables-sauted-meaning.

French fried. Page 417

Root Vegetables

Discussion. Beets - methods of preparing and Page 413

serving - whole } advantages and
sliced) disadvantages

Carrots.)

Parsnips.)

Turnips.)

Salsify.)

Rutabagas.)

Page 415

Onions - scalloped. Page 415

boiled.

creamed.

au gratin.

... ..
... ..
... ..

... ..
... ..
... ..

... ..
... ..
... ..
... ..

... ..

... ..
... ..

... ..
... ..
... ..

... ..
... ..
... ..
... ..
... ..
... ..
... ..

... ..
... ..
... ..
... ..

Discussion - Green Vegetables Page 413

buying and select- Group - similar in flavor and/or Page 414

ion considerations, method of preparation.

E P

broccoli.

cabbage.

brussels sprouts.

cauliflower.

greens - spinach. Page 414

swiss chard.

celery.

Peas - fresh.

canned - grade size. Page 415

Beans - green. Page 415

wax.

lima.

Fresh.

Canned.

Preparation of each type.

Advantages of each type -

Peas) dried

Beans) preparation

cooking - where used.

Miscellaneous Vegetables

Tomatoes - fresh.

canned.

scalloped. Page 420

baked. Page 421

Corn - fresh on cob.

Page 156

canned - scalloped.

Pages 157-158

Frozen Vegetables

Preparation.

Page 419

Advantages) of purchase and
) use.
Disadvantages)

Care of frozen vegetables.

Vegetable Soup. Discuss types and where and how
to serve.

Page 154

Compare cost of Vegetable soups - cream.
purchased soup, chowders.
canned, dehydrated, using dried peas
and frozen. and beans.

D P How to serve and garnish attractively.

Make each type
if time permits.

D P

Raw Vegetables Vegetables served raw as accompaniments,
and Salads. salads, and appetizers.

Choice - care, consider seasonal
effect on cost.

Salads - kinds of salads and their
uses.

Pages 158-160

Preparation and Garnishes, salad dressings, etc.
serving of salads.

Pages 161-163

Types - main dish.

Pages 391-396

- accompaniment.

Prepare salad garnishes
and dressings of various
types.

P E

Practical Cookery

Prepare, cook, and
serve at least one
vegetable from each
group. This may be
served as a vegetable
plate.

E P

Meat Cookery

Food value.

Chapter 16

Place in the diet.

Identification.

Identify the kinds Names and location of the cuts of
and types of meat. meat.

Pages 192-217

Make diagrams. Structure of meat -

Observe under a hollow fibres.

microscope. connective tissue.

D P extractives.

Identify tough and Causes for tough and tender meat -
tender cuts of age.

meat. exercise.

improper cooking.

Storage.	Storage of meat.	
Grades.	Grading of meat - standards used for each grade.	Page 202

Cookery Projects

P E

Prepare, season, and serve attractively:	Principles of cooking meat - searing. temperatures used.	Pages 437-439 Page 428
Swiss steak.	use of moist and dry heat.	Page 434
Pot roast.	Method of preparing and seasoning	
Steaks.	meats for grilling.	
Chops.	Procedures in cooking frozen	
Hamburgers.	steaks and chops.	
Roasts.	Recognized terminology for cooking steaks. Techniques of turning and marking grilled meats.	

Carving.	Types of knives.	Pages 211-216
----------	------------------	---------------

Practise on vari-	Slight cooling of meat.
-------------------	-------------------------

types,	Rolled roasts.
--------	----------------

D	Standing rib.
---	---------------

Legs.

Steaks.

Compare the costs of
the meat prepared.

Meat stew with	Types of marinades and their uses.
----------------	------------------------------------

dumplings.	Types of covered braising pans.
------------	---------------------------------

E	Procedure for stewing.
---	------------------------

Suitable root vegetables, aromatic
herbs and seasoning required.

Gravy.

Methods of de-fatting and thickening
gravy.

E

Types of garnishes required.

Various types of stews - goulash,
curries, etc.

Prepare and serve

attractively:

Variety meats --

E

identify types.

Liver and bacon.

food value.

Pages 435-436

Tongue.

cost.

Heart.

methods of purchasing.

Kidney.

care in storing.

freezing and thawing.

necessary precooking preparations.

trimming and cutting for various
uses.

methods for tough and tender
types.

Entrees

Escalloped dishes.

Review cream sauces.

Page 156

Macaroni and cheese.

Cooking alimentary pastes.

Pages 419-420

cooking freely.

importance of salt.

preventing sticking or boiling over.

tests for doneness.

reasons for complete drainage of
water.

Page 409

Seasoning and garnishing .

methods of serving.

reasons for buttering and
seasoning.

types of grated cheese.

Spaghetti and meat sauce.	Types, quality, and strength of spices, herbs, seasonings and their use.	
Chili Con Carne.	Procedures in blending spices.	Page 366
Rice - Spanish.	Boiling and steaming of rice.	Pages 48- 50
Eggs - soft and hard cooked.	Cookery principles. Food value.	Pages 61- 68
- deviled.	Grading standards for each grade and methods of recognizing each one.	Pages 367-372
E	Recognizing freshness. Duration of cooking hard and soft cooked eggs. Procedures for cooling and shelling of hard cooked eggs. Methods of advance cooking and storing. Methods of serving soft-cooked eggs.	
- poached.	Methods of poaching. Use of boiling water. Time and temperature of cooking.	
- fried.	Methods of frying. Procedures for shirred eggs.	
- omelets.	Types of omelets and omelet pans. Techniques for making a rolled omelet. Method of adding garnishes.	

Method of filling a rolled omelet.

Importance of temperature of the
butter.

Mixing and seasoning eggs.

Method of mixing and setting a French
omelet.

Reasons for immediate consumption.

- scrambled. Method of beating eggs and seasonings.

Correct cooking temperature.

Required degree and consistency of
cooking.

Necessity for constant stirring.

Methods of serving on toast with
bacon or other garnish.

Fish casseroles from Importance of proper seasoning and Pages 441-442
canned fish. garnishing.

E

Bakers Products

Quick Breads (batters and doughs)

Measuring and sifting a. Types, kinds, and characteristics Pages 47- 50
dry ingredients. of flour or other cereals used Pages 52- 53
D P in quick breads.

b. Types, kinds, and uses of baking Pages 53- 55
powders or substitutes.

c. Science--chemical reaction of Page 53
baking powders or substitutes.

d. Use of salt.

	e.	Reason for sifting standard flour. Pre-sifted flour.	
	f.	Additives to quick breads.	Page 55
	g.	Types, kinds, uses, and varieties of sweetening agents.	Page 55
	h.	Techniques and reasons for mea- suring or weighing ingredients.	Pages 25- 27
Measuring and mixing liquids and eggs.	a.	Amounts and temperature of various liquids.	
D	b.	Use of eggs.	Pages 54- 55
	c.	Methods of blending and reaction of eggs.	
Blending and mixing fats.	a.	Types, kinds, uses, and techniques of blending in fats or oils.	Pages 55- 56
	b.	Types of quick breads using melted fats--griddle cakes, waffles, popover.	
Mixing dough and batter.	a.	Types of batters or dough for various uses: -- pour batter. -- drop batter. -- soft doughs.	Pages 55- 56
E P	b.	Importance of machine or hand mixing.	
	c.	Techniques of mixing to produce good quick breads.	Page 55
	d.	Indication of correct consist- ency for various uses.	

[illegible]

Baking quick breads.	a. Method of cooking various types of quick breads.	
	b. Time, temperature and method of baking.	Page 57

Serving and garnish- ing.	a. Types, kinds and methods of service--hot or cold.
	b. Types, kinds and use of various garnishes or sauces on quick breads.

Cookery Project

E P

Griddle cakes.	Page 376
Waffles.	Page 377
Muffins.	Page 56 Pages 378-379
Baking powder biscuits.	Page 381
Fruit and nut breads.	Pages 379-380
Quick coffee cake.	Page 380

Cakes (made with shortening)

Measuring and sifting dry ingredients.	a. Types, kinds, and characteristics of flour used in cakes.	Pages 171-173
	b. Types, kinds, uses of baking powder or substitute.	
	c. Use of salt.	
	d. Reason for sifting.	
	e. Necessity of formulas.	
	f. Additives to cakes.	

D P

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

CHICAGO, ILLINOIS

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO LIBRARY

- g. Types, kinds, uses, and variety of sweetening agents.
- h. Techniques in measuring, or weighing ingredients.
- i. Effect of varying altitudes in cake baking.
- j. Science—chemical reaction of baking powder under various conditions.

Blending and mixing
fats.

D P

Types, kinds, textures, uses, and techniques of mixing or blending fats.

Mixing in liquids and
eggs.

P

- a. Amounts and various liquids used in cakes.
- b. Temperature of liquids.
- c. Use of whole eggs, yolks, or whites.
- d. Storage and method of using fresh, frozen or powdered eggs.
- e. Technique of blending and reaction of egg.
- f. Techniques of using flavours.
- g. Types and use of coloring.

Mixing the batter.

- a. Variety and method of mixing and results of each method.
- b. Machine or hand mixing.
- c. Techniques of mixing and indication of correct consistency for various types of cakes.

- d. Method of mixing and using;
comparison with prepared cake mix.

Portioning and filling a. Types, kinds, and care of containers.
containers.

- b. Preparing containers.
- c. Quantity of batter for containers.
- d. Techniques of handling filled
containers.

Baking cakes.

- a. Time, temperature and method.
- b. Loading ovens and use of controls.
- c. Results of opening oven too soon.
- d. Indication of sufficient cooking.

Cooling and storing.

- a. Reasons and methods of removing
from pans and cooling.
- b. Types, temperature and humidity
of storage.
- c. Method of packaging and method of
freezing and defrosting.

Decorating - butter
icing.

D P

- b. Amounts, varieties and uses of
icing sugar.
- c. Reasons for sifting.
- d. Techniques and use of flavour,
color, fresh and preserved fruits
in icing and filling.
- e. Method of mixing.
- f. Method of decorating and spreading,
types suitable for various cakes.

g. Storage of surplus icing.

Cookery Projects.

E

Plain cake.	Page	461
Spice.	Page	464
Chocolate.	Page	464
Confectioner or butter icing.	Page	473
Fruit Upside-	a. Method of arranging fruit.	Page 465
down Cake.	b. Use as dessert.	
	c. How to serve.	

Cookies

Measuring and sifting dry ingredients.	a. Types, kinds, characteristics, and uses of flour in various types of cookies.
	b. Results of varying amounts of flour.
	c. Use of salt.
	d. Types, uses, and reactions of various leavening agents.
	e. Use of additives.
	f. Variety of sweetening agents, uses, and reactions and results.
Measuring fats and shortenings.	a. Types and uses.
	b. Methods of blending.
Measuring liquids.	a. Results of varying the amount of liquid.
	b. Eggs and their use in cookies.

c. Use of flavours.

Adding nuts and
fruits.

a. Techniques of adding, handling,
and stirring nuts and fruit.

b. Methods of chopping, or cutting
nuts and fruit.

c. Techniques of adding to mix.

Panning cookies.

a. Types and conditions of pans or
sheets.

b. Reasons for spacing.

c. Texture and method of machine
cut cookies.

d. Techniques of panning various
types of cookies.

Baking cookies.

a. Temperature of oven.

b. Indication of sufficient cooking.

c. When and how cookies are removed
from pans.

d. Use of racks for cooling.

Decorating cookies.

a. Types of decorations and reasons
for use.

b. Decorations on pre-baked cookies.

Storing cookies.

a. Methods of storing.

b. Methods of packaging.

c. Conditions of storage.

Cookery Projects

D P

Pages 177-178

Drop cookies.

Page 470

Rolled cookies.

Page 468

Bar and sheet cookies - brownies

date bars

Page 472

Pies and Tarts

Pastry.

P E

a. Various kinds of pastry. Pages 179-182

b. Preparing fat and shortening.

c. Measuring and sifting dry ingredients. Page 473

d. Measuring ingredients.

e. Rolling pastry.

f. Putting pastry in pans for single and two crust pies.

g. Baking pies and tarts.

h. Storing pies and tarts.

Fruit fillings.

P E

a. Obtaining the fruit - Pages 182-183

- fresh - how to clean

- canned.

b. Making the filling ⇒

- method of preparing fruit.

- types to be precooked.

- types to be used raw and

additives and thickening agents

and use of each.

- proper consistency of filling

for pies and tarts.

c. Filling the pie or tart.

d. Covering the fruit filled pie - Page 479

- variations in tops.

- methods and reasons for crimp-
ing top crust.
- reasons for vents.
- reactions of various fillings
to oven temperature.
- method or technique of baking
pre-frozen fruit pies.

Cookery Projects

Apple.
Raisin.
Cherry.
Apricot.
Mince.

Fruit

Types of fruit.-

- appetizers and breakfast fruits.
- fresh.
- dried.
- canned.
- frozen.

Importance of fruit in the diet.

Pages 34- 35

Consideration of cost -

- in season.
- in quantity.

Method of preparation of fruit.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

LONDON

1704

Printed by

J. Streater

at the

Sign of the

Anchor

in

St. Dunstons

Church

Street

London

1704

Printed by

J. Streater

at the

Sign of the

Anchor

in

St. Dunstons

Church

Street

London

1704

Cookery Projects

P E

Prepare fruit of	a. Cooked sauce.	Pages 43- 46
different types	b. Baked - fresh - canned.	
in a variety of	c. Dried fruit.	
ways or as a	d. Fruit salad.	
demonstration.	e. Appetizers - cocktails.	
	f. Compote.	Page 125
	g. Fresh fruit.	
	Consider how fruits are served.	
	Consider where fruits are used in	
	the menu.	

Desserts

Prepare, garnish and	Review the cooking of fruit.	Pages 43- 45
serve attractively -	Use of prepared fruit.	
Fruit Crisp.	Cost comparisons of above.	
Fruit Cobbler.		
Cornstarch Pud-	Principles of milk cookery.	Page 170
ding with	- use of double boiler.	
variations.	- effect of boiling.	Pages 458-459
E	- prevention of skin formation.	
	Use of pudding mixes with cost	
	comparison.	
	Thickening agents -	
	- amounts and types used.	
	- methods of blending dry ingredients.	
	- reasons for using eggs additions	
	of egg to hot liquids.	

- time and temperature of cooking.

- reaction of egg during cooking.

Tapioca and Rice Types, origin, use of cereals. Page 460

Desserts. Reasons for soaking. Page 458

E Types and amounts of liquids used.

Sweetening agents and flavours.

Use of butter.

Temperature, time and effect of
cooking.

Indications of sufficient cooking.

Reasons for and reactions during
cooling.

Methods of storing cooked desserts.

Types and methods of garnishing.

Use of sauces.

Sauces. Measuring and preparing liquids. Pages 426-427

Chocolate. - types, use and variety of liquids.

Lemon. - flavours and methods of using.

Caramel. - Use of fresh, frozen, canned, dried.

Butterscotch. - use of jams, jellies and methods
of preparing.

Varieties of fats and their uses in
various sauces.

Combining and adding dry ingredients.

Types, amounts and uses of thicken-
ing agents.

- methods of sweetening.

- techniques of adding thickening agent.

- use of salt and other additives.

- reaction of certain fruit on
thickening agents.

Methods of refrigerating certain sauces.

Consistency of sauces and amounts to
serve.

Gelatin Desserts.
(if time permits)

✓ D

Preparing gelatine -

Page 255

- types, kinds, origin, strength
and use of gelatine.

Pages 482-483

Snows.

E

Reasons and methods of soaking
commercial gelatine.

Reaction of certain fruits on
gelatine.

Adding liquids -

- kinds of liquids used.
- required amount of added liquid.
- temperature of liquids.
- methods of adding liquids.

Incorporating other additives -

- types of sweetening used.
- method of adding fresh, frozen
or dried fruits.
- other additives used with gelatine.

Filling containers and molds -

- types of containers and pre-filling
practices.

Setting gelatine -

- temperature required.

- use of ice-cubes.

Use of prepared mixes -

- time required to set gelatine.

Cost comparisons.

Custard Sauce.	Review egg cookery.	Page 168
Baked Custard.		Pages 457-458
Fruit Whips.		Page 259
- plain.		
- baked.		

E

SECOND YEAR COURSES

In the second year, the students will do quantity cookery, baking, and work with recipes and quantities suitable for dining room service. They should work in each area as assistant and in charge, taking their turn in all service duties, in the cafeteria, staff dining room, and coffee shop. If these facilities are not available, the instructor must use imagination and ingenuity in developing situations which would enable the students to observe and to gain experience in preparation in comparable situations.

This might be in catering for school groups, men's business luncheons, etc. Arrangements might be made for students to observe and assist in actual "on the job" situations in the vicinity of the school. This might be in the local hospital, home for the aged, restaurants and hotels, etc.

Credit - 20

Time - 40 minute periods — 800 minutes a week.

Text - 100 to Dinner by Middleton, Carter, and Vierin - University of Toronto.

Press.

MEMORANDUM

FOR THE RECORD

SUBJECT: [Illegible]

DATE: [Illegible]

TO: [Illegible]

FROM: [Illegible]

RE: [Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

DISCUSSION

[Illegible text block containing several paragraphs of discussion]

117

[Illegible text]

[Illegible text]

I. First Week - Orientation

1. Tour of the kitchen.
2. Uniform and care.
3. Explanation of job assignments.
4. Explanation of grading.
5. Use of equipment.

<u>Work Activity</u>	<u>Basic Information</u>	<u>Reference</u>
Operating a kitchen range. E P	<ol style="list-style-type: none">a. Types of fuel used.b. Sizes, variety and capacity of ranges.c. Uses of dampers and draught control.d. Types of thermostats and temp- erature control.e. Knowledge of heat conservation.f. Starting and shut down pro- cedures.g. Interpretation of Makers' oper- ating instructions.	
Deep fat frying.	<ol style="list-style-type: none">a. Details of construction and type of fryer.b. Recommended operating capacity.c. Knowledge of frying and break- down temperature.d. Types of fats and frying oils.e. Necessity of preventing burning and fat breakdown.	

- f. Ventilation requirements and protection from fumes.
- g. Methods of cooling fats.
- h. Necessity of fat filters and strainers.
- i. Methods of preventing fires.
- j. Simple tests to determine temperature of fat.

Grilling.

- a. Types of grills and methods of heating.
- b. Standard grilling practices.
- c. Method of conditioning a grill.
- d. Function of the salamander.
- e. Advantages of barbecuing on open type grills.
- f. Uses of the solid top broiler.

Refrigeration unit.

- a. Types of refrigerators and their uses.
- b. Location of temperature control dial.
- c. Desirable temperature for various types of foods.
- d. Effects of expansion control valves on temperature limits.
- e. Methods of defrosting.
- f. Problems of condensation and their prevention.

- g. Operating techniques to prevent overloading.
- h. Methods of wrapping foods for storage.
- i. Common types of containers to prevent dessication.
- j. Methods of thawing out.
- k. Arrangement of foods under refrigeration.
- l. Knowledge of efficient air conditioning and circulation.
- m. Standard refrigeration sanitation techniques and purpose of same.

Hand and machine
dish washing.

Prerinsing
dishes.

- a. Methods and advantages of sorting, prerinsing or scraping dishes.
- b. Reaction of dish soil on cleaning agents.
- c. Reasons for condemning dishes.
- d. Local regulations re hand washed and machine washed dishes.

Washing dishes
and flatware.

- a. Variety of types, kinds, uses of cleaning agents.
- b. Methods of adding detergents to wash water.
- c. Temperature, hardness and conditions of wash water.

d. Use of foaming and non-foaming
detergents.

e. Advantages of machine washing.

f. Methods of destaining.

Rinsing dishes

a. Temperature of water.

and flatware.

b. Common germs found on dishes.

Drying, handling,

a. Correct method of handling and

and storing dishes

drying dishes.

and glasses.

b. Reasons for not 'towelling'.

c. Methods to prevent 'spotting'.

d. Correct method of handling and
moving dishes.

e. Modern methods of stacking and
storing dishes.

f. Variety and types of dishes
and glasses.

Cleaning and washing
equipment.

Preparing the

a. Types of metals used in equipment
and utensils.

equipment or

utensils.

b. Reaction to scraping and
abrasives.

c. Reaction of cleaning agents on
some metals, e.g., 'pitting'.

d. Methods of testing water supply.

Cleaning utensils

a. Precautions in cleaning electrical
equipment.

and equipment.

- b. Importance of sanitary methods of cleaning and sterilizing.
- c. Techniques of cleaning various equipment.
- d. Mechanical methods of cleaning utensils.

- Rinsing, drying, storing.
- a. Correct methods of rinsing.
 - b. Methods of drying.
 - c. Methods of storage of kitchen equipment.

II. Job Assignment

It is suggested that you use a four week rotation in each of the following five units. Each assignment must be graded and meet a minimum standard before advancing to another problem.

Large Quantity Cooking

A. Range Units -

E P

1. White sauce.
2. Cheese casseroles.
3. Hot dish casseroles.
4. Meat loaf.
5. Deep fat frying.
6. Grill.
7. Roasting.
8. Stew.
9. Braising.
10. Steaming.

1. The first part of the report
 2. The second part of the report
 3. The third part of the report
 4. The fourth part of the report
 5. The fifth part of the report
 6. The sixth part of the report
 7. The seventh part of the report
 8. The eighth part of the report
 9. The ninth part of the report
 10. The tenth part of the report

11. The eleventh part of the report
 12. The twelfth part of the report

13. The thirteenth part of the report
 14. The fourteenth part of the report
 15. The fifteenth part of the report
 16. The sixteenth part of the report
 17. The seventeenth part of the report
 18. The eighteenth part of the report
 19. The nineteenth part of the report
 20. The twentieth part of the report

21. The twenty-first part of the report
 22. The twenty-second part of the report

23. The twenty-third part of the report
24. The twenty-fourth part of the report
25. The twenty-fifth part of the report
26. The twenty-sixth part of the report
27. The twenty-seventh part of the report
28. The twenty-eighth part of the report
29. The twenty-ninth part of the report
30. The thirtieth part of the report
31. The thirty-first part of the report
32. The thirty-second part of the report
33. The thirty-third part of the report
34. The thirty-fourth part of the report
35. The thirty-fifth part of the report
36. The thirty-sixth part of the report
37. The thirty-seventh part of the report
38. The thirty-eighth part of the report
39. The thirty-ninth part of the report
40. The fortieth part of the report
41. The forty-first part of the report
42. The forty-second part of the report
43. The forty-third part of the report
44. The forty-fourth part of the report
45. The forty-fifth part of the report
46. The forty-sixth part of the report
47. The forty-seventh part of the report
48. The forty-eighth part of the report
49. The forty-ninth part of the report
50. The fiftieth part of the report

B. Dessert Unit -

E P

1. Conventional cake method.
2. Cake mix preparation.
3. Pudding mix preparation.
4. Pie crust.
5. Cream pie.
6. Fruit pie.
7. Custard pie.

C. Salad Unit -

E P

1. Fruit salad.
2. Fresh vegetable salad.
3. Gelatin salad.
4. Mayonnaise with variations.
5. Cooked salad dressing.
6. French dressing with variations.

D. Sandwich Unit -

E P

1. Variety for luncheon.
2. Variety for tea room.
3. Variety for catering.

E. Bread Unit -

E P

1. Muffins.
2. Baking powder biscuits.
3. Yeast breads.

F. Vegetable Preparation and Cookery -

1. Potato peeling - electric peeler and by hand.
2. Vegetable preparation.
3. Cooking of vegetables - a. baking.
b. steaming.
c. boiling.
4. Soups - a. meat stock.
b. cream.

G. Service in the cafeteria lineup in conjunction with each unit. This will be left to the organization of the instructor. Experience must be had in each area.

III. Second Half

Two weeks rotation in each unit.

Dining Room Quantities

A. Soup -

E P

1. Stock soups.
2. Cream soups.

B. Meat -

E P

1. Roasting)
2. Braising) Gravy making.
3. Broiling)
4. Fowl.
5. Fish.

C. Vegetables -

E P

1. Cleaning and preparing.

1. The first step in the process of the scientific method is to make an observation or ask a question.
2. Next, a hypothesis is made, which is an educated guess about the answer to the question.
3. The hypothesis is then tested by conducting an experiment.
4. The results of the experiment are then analyzed to see if they support the hypothesis.
5. If the results do not support the hypothesis, a new hypothesis is made and the process starts over.
6. If the results do support the hypothesis, it is accepted as a theory.

The scientific method is a process that scientists use to answer questions and solve problems. It is a systematic way of thinking that involves making observations, asking questions, making hypotheses, testing hypotheses, and analyzing results.

7. The scientific method is a process that scientists use to answer questions and solve problems.
8. It is a systematic way of thinking that involves making observations, asking questions, making hypotheses, testing hypotheses, and analyzing results.
9. The scientific method is a process that scientists use to answer questions and solve problems.
10. It is a systematic way of thinking that involves making observations, asking questions, making hypotheses, testing hypotheses, and analyzing results.
11. The scientific method is a process that scientists use to answer questions and solve problems.
12. It is a systematic way of thinking that involves making observations, asking questions, making hypotheses, testing hypotheses, and analyzing results.
13. The scientific method is a process that scientists use to answer questions and solve problems.
14. It is a systematic way of thinking that involves making observations, asking questions, making hypotheses, testing hypotheses, and analyzing results.
15. The scientific method is a process that scientists use to answer questions and solve problems.
16. It is a systematic way of thinking that involves making observations, asking questions, making hypotheses, testing hypotheses, and analyzing results.
17. The scientific method is a process that scientists use to answer questions and solve problems.
18. It is a systematic way of thinking that involves making observations, asking questions, making hypotheses, testing hypotheses, and analyzing results.
19. The scientific method is a process that scientists use to answer questions and solve problems.
20. It is a systematic way of thinking that involves making observations, asking questions, making hypotheses, testing hypotheses, and analyzing results.

2. Steaming.

3. Boiling.

4. Baking.

D. Casseroles -

E P

1. Meat.

2. Fish.

3. Cheese.

4. Poultry.

E. Salad Making -

E P

1. Preparing greens.

2. Vegetables.

3. Fruit.

4. Molded.

5. Fish.

6. Dressing.

F. Sandwich Making -

E P

G. Pastry Making -

E P

Pies - 1. Pie mix.

2. Fruit pies.

3. Cream and custard.

4. Merengue.

Cakes - 1. Cake mixes.

2. Butter cake.

3. Sponge - jelly roll.

4. Frosting.

Bread - 1. Bread.

2. Rolls.

3. Muffins and hot breads.

H. Dining Room Service -

E P

1. Coffee making.

2. Steam table - a. setting up.

b. cleaning.

3. Dining room work - a. setting up.

b. serving.

c. cleaning up.

THIRD YEAR COURSES

Credit - 20

Time - 40 minute periods - 800 minutes a week.

Text - No text has been chosen but standard recipe and reference books are listed at the end of the curriculum guide.

Work Activity

Basic Information

Reference

Menu Planning

Discussion: Import- Consider a good menu from the point
ance of menu planning. of view of the 1. customer.

"Quantity Cooking"

Chapter 1.

2. employee.

3. office and manage-
ment.

The effect of the physical plant on the type of menu.	Consider effect of:	Chapters 2 and 3
	1. size.	
	2. arrangement of equipment for good work flow.	

The importance of fulfilling nutritional requirements.	Basic nutrition recommend in Canada's Food Guide.	Chapter 4
	Providing a good variety for the discerning patron.	

Pleasing the patron or guest.	Consider group to be served.	Chapter 5
	Regional dishes or specialities of area.	

Consider a sound financial plan.	Consider effect of special days.	
	1. How the food dollar is spent.	Chapter 6
	2. How to maintain the established food-cost percentage.	
	a. by running a daily food cost.	
	b. providing and using standardized recipes.	
	c. by figuring per serving costs of all dishes served.	

Practical

Work out the cost of a recipe and determine the selling price.

Consider how to use left overs in the menu.	Consider:	Chapter 7
	1. How to reduce the amount of left overs.	

The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.

In the second part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.

The third part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.

In the fourth part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.

The fifth part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.

In the sixth part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.

The seventh part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.

In the eighth part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.

The ninth part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = \int_0^x f(t) dt$. It is shown that $f(x)$ is a constant function, and its value is determined by the initial condition $f(0) = 1$.

In the tenth part, we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$. It is shown that the maximum value is attained at $x = 0$ and is equal to 1.

List common left
overs and possible
uses for them.

2. Consider reasons for wastage.

Discussion

Judging food and
meals.

Consider the effect:

Chapter 8

palatability--appearance--quantity.

color.

form.

neatness.

arrangement.

--quality--odor.

temperature.

flavor.

texture.

consistency.

Mechanics of writing
menus.

Consider:

Chapter 9

1. Advantages of weekly or long
term menu planning.

2. Decide range of choice.

Practical

Make a week's menu
plan to include:

Discuss: the use of a set meal with
roasts, solid meats, chicken dishes,

1. roast selection. fish, substitutes or made dishes used

(Make this select- in successive meals.

ion before other

entree.)

2. "Solid" entree.

3. Chicken dish.
4. Fish or meat substitute.
5. Ground, stewed or "made" dish.

Evaluate.

Check the plan for:

1. time of preparation.
2. use of equipment.
3. variety in color, form, and texture.
4. no repetition of essential ingredients, flavours, and garnishes.
5. use of left overs in the "made" dishes.
6. use of terminology for sales appeal.
7. check menus for both low cost and high cost. Menus are tested.

Make soup and vegetable menu for one week.

Consider:

Chapter 14

1. Choice of soup - stock.
- cream.
and when to serve various types.
2. Number and choices of potatoes and other vegetables.
3. Discuss appropriate vegetables and accompaniment with various meats.

P

4. Consider varied preparation, forms, texture, color, and flavor.
5. Preparation time.
6. Vegetables in season.
7. Nutritional requirements.

Plan salads for one week.

P

Consider:

1. Types--fruit, vegetable, protein, gelatin.
2. Number per menu.
3. Need for consistency.
4. Use of a salad cart or salad bar.
5. The value of terminology for sales and appeal.

Plan dessert menu for one week.

P

Consider:

1. Need for distribution of production over ovens, mixers, top of stove, steamers, and other equipment for equalized use of all sections of kitchen.
2. Ease of preparation.
3. A dessert policy--number and kinds to serve.

List a variety of hot puddings and cold puddings.

P

4. Use of left overs.
5. How to develop flair or style in the dessert menu.
6. Consider all classes of customers--old, young, dieter, regular.

7. The use of a dessert cart or
try for personal choice.

Types of food service Thorough study of:
operation.

Practical

Students should work 1. Cafeteria service.
on a rotation system 2. Coffee shop.
through each station 3. Restaurant.
working as an assist- 4. Dining room service.
ant in charge. 5. Catering.
6. Tea room.

Kitchen station. Their operation and control.

Kitchen and dining Thorough study and use of all major
room equipment. equipment.

Practical

Practice for efficiency Discuss silver, china, linen, furn-
in use. ings, and furniture.

Short order and grill Practice in labor and timesaving
cookery. methods.

Practical

Collection of recipes
and methods discussed,
for example, waffles,
pancakes, steak, ham-
burgers, hot dogs,
sandwiches, sundaes,
etc.

If Time Permits

Experimental Cookery or Special Food Projects.

Prepare special Consider: food specialities of well
food, which might know restaurnats, chefs, regions,
be considered a countries, nationalities, etc.
speciality of the
restaurant.

Practical Tests - are useful to determine if the student knows the basic techniques, uses good work methods, and has developed speed and competence in preparation.

Practical

Specific assignments List name of product and ingredients
given to each student. on assignment sheet. Have student
Have method checked. fill in method within a stated
Evaluate product in time limit. Have method checked
standard form. for accuracy before student proceeds
with practical work.

Planning for a Banquet

Types of Banquets. Elaborate.
Discussion. Simple.
For men.
For women.
Family groups.
Types of service. Table service.
Discussion. Family style:
Cafeteria or buffet service.

Number of waiters or waitresses
required.

Number of bus boys.

Discussion of types
of menu plans.

Consider:

1. guest list.
2. season.
3. nutrition.
4. appetite appeal.
5. budget.
6. number available to assist in
preparation and service.
7. available space and equipment.

Estimating the number
to be served.

1. guest list.
2. food required for the help.
3. 10% additional to cover last
minute acceptance, possible
accidents such as a dropped tray
or unexpected spoilage.

Discussion of work to
be done.

1. preparation.
2. service.
3. clean up.

1. Consider various work schedules
or time sheets.

"Cooking for a
Crowd" by Julia
Lee Wright. 10¢
from Homemaking
Dept., Family
Circle Magazine,
25 West 45th St.,
New York 19, N.Y.

2. Consider value of having time
schedule for preparation and
service.

"Serving Successful
Snacks and Meals"
Field Research Div-
ision, Paper Cup
and Container Insti-
tution Inc., 551
5th Ave., New York
17, New York.

Practical

Plan a menu for: Consider approximate menu prices.

1. Elaborate banquet
 using waitresses
 and table service.
2. Supper menu for men
 using family service.
3. Luncheon for women
 using buffet ser-
 vice.

Write recipes.

Plan: make a general Discuss types and purposes of a
record. general record. Example:

General Record

Date _____	Total of Paid Guests _____
Place _____	Total of Non-Paid Guests _____
Occasion _____	Total Receipts _____
Type of Meal _____	Total Expenditures _____ (from market list)
Number Planned For _____	
Number Served _____	Actual Cost per Guest _____
Charge per Adult Guest _____	Profit on Meal _____
Charge per Child Guest _____	

MENUSERVICE

First course	_____	_____
Main Dish	_____	_____
Vegetables	_____	_____
	_____	_____
	_____	_____
Relishes	_____	_____
Salad	_____	_____
Dressing	_____	_____
Bread	_____	_____
Butter		_____
Beverage	_____	_____
	_____	_____
Cream and Sugar	_____	_____
Dessert	_____	_____
Water	_____	_____

Calculate amounts
required.

Consider portions. Example:

Plan marketing list.

Marketing List

No. of Guests _____

Item	Quantity		Actual	Remarks
	To	Buy	Cost	
Meat				
Vegetables				
Fruits				

Dairy Products

Butter

Milk

Coffee Cream

Staples

Paper Service

Tablecloths

Napkins

Plates

Hot drink cups

Cold drink cups

Linen Service

Tablecloths

Napkins

Place mats

Miscellaneous

Table decorations

Flowers

Candles

Ice

Make a preparation
schedule for food
preparation.

Make a service schedule.

1870

1871

1872

1873

1874

1875

1876

1877

1878

1879

1880

1881

1882

1883

1884

1885

1886

1887

1888

1889

1890

1891

1892

1893

1894

1895

1896

1897

1898

1899

1900

1870

1871

1872

1873

1874

1875

1876

Clean up.	Proper method for cleaning.
Safety.	Danger of - food poisoning.
	staphylococcus aureus.

Class Project - plan
and prepare a banquet.
Use evaluation and
check sheets.

Food Cost Accounting.

Discussion.	Supply chart - following chart is type	References recommend-
Prepare supply chart	which has been found useful.	ed will be listed
with up to date	Methods of taking supply room inven-	and included in a
prices.	tory--suggestion.	later report.

E	Attached to shelf card holder - on card name of product, e.g., cornstarch, Date - Jan. 5 - 20 pkgs. used - 10 pkgs. - on hand 10 pkgs. This type of shelf record for basic supplies sim- plifies daily supply check needed for ordering new supplies. New card made out as needed.
---	---

Prepare cost analysis	File records.
of three recipes -	Recipes used.
include cost per	Total cost of each recipe.
portion.	Number of servings.
D P	Cost of serving.
	Estimated cost of preparation.
	Cost of serving to customer.

This information is necessary for pricing various menus and a la carte servings. This will have to be revised regularly to allow for fluctuations in price of foods, labor, etc.

Prepare record for week's purchases.

Methods of accounting - filing of bills.

D P

- by firms from whom purchased.
- copy of purchase order should be sent to person receiving goods.
- check goods received against purchase order - this with an invoice should be sent to paying agent.

All bills and/or invoices should be signed by person receiving goods.

Regular dates for sending these in should be established.

Storeroom control records should include:

- supplies on hand.
- daily record of supplies purchased.

Regular daily checks should be made to determine needed replacement and amounts purchased should be recorded daily.

Up-to-date daily files should be kept.

(Shelf record kept, e.g., 24 cans tomato soup on shelf - 10 used aid to check if person taking 10 marks balance on shelf record.)

In a recipe file following information should be included:

Ingredients.

Amounts.

Cost.

Number of servings.

Cost per serving and estimated production cost.

Price to customer. (This needs checking at regular intervals to allow for cost fluctuations.)

Suggested Supply Chart - Cost Accounting

Item No.	Description	Size	No. in Case	Case Cost	Unit Cost	Amt. on Hand	Quantity Ordered
-------------	-------------	------	----------------	--------------	--------------	-----------------	---------------------

CEREALS

Brex
Quick Oats
Sunny Boy
Health Bran
Minute Rice
Long Grain
Macaroni

FLOURS

All Purpose
Pastry
Cake
Graham
Whole Wheat

SYRUPS & JAMS, ETC.

Breadfast
Maple
Golden
Lily White

FATS & OILS

Butter
Margarine
Lard
Crisco
Domestic
Wesson
Mazola
Olive

MIXES

Cake
Biscuit
Pancake
Pudding
Gelatine

SUGARS

Granulated
Yellow
Fruit
Confectioners

CANNED GOODS

Tomatoes - Choice
Peas - Mighty Manmoth Fancy
Peaches $\frac{1}{2}$'s Aylmer Fancy

SOUPS

Tomato

MILK

Starlac
Canned

JUICES

Apple
Tomato
Lemon

MEATS & FISH

List kinds & sizes

DRIED FRUITS

Raisins - seeded
Raisins - seedless
Prunes (40-50)
Figs

MISCELLANEOUS

Baking Powder
Baking Soda

Chocolate Bitter
Chocolate (Dot)
Chocolate Chips
Cocoa

Tea
Coffee (Nabob)

HERBS

Condiments

Spices

(best varieties in
each case)

FRUITS - Fresh

VEGETABLES - Fresh

Potatoes

Root

Green

VEGETABLES & FRUITS FROZEN

FOWL

Name _____ Meal or Food _____

Day to be Prepared _____ Kitchen No. _____

Class _____

Meal Service Market Order

MENU

	Amt.		Amt.
Dairy Products		Vegetables	
Meat, Fish, Poultry, Eggs		Miscellaneous	
Bread, Cereal, Flour			
Fruits			
		Special Equipment (not in kitchens)	

HOW DOES OUR GROUP RATE ON MEAL PLANNING AND PREPARATION?

- [illegible]

Catering Job No. _____

Organization _____ Name _____

Date _____ Time _____

Number _____ Type _____

Charge per person _____ Total Charge _____

MENU per person:

EQUIPMENT FOR SERVING:

TABLE ARRANGEMENT:

ORDER - Foods to be on hand	JOB	STAFF

Cost of Catering Job No. _____

FOOD ITEMS USED		AMOUNT	UNIT PR.	COST	TOTAL
WAGES	NAME	RATE	TIME	NET	TOTAL

Cost of Food _____ Receipts _____

Wage Cost _____

Expense (approx.) _____

Total Cost _____ Total Receipts _____

Profit _____ Loss _____

KITCHEN MENU

DATE _____

ITEMS - MAIN COURSES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SOUP 1.					
2.					
3.					
POTATOES					
VEGETABLES					
BUTCHERING					

REFERENCES

First Year Course

Experiences With Foods by L. Belle Pollard - Ginn and Company.

Second and Third Year Courses

100 to Dinner by Middleton, Carter and Vierin - University of Toronto Press.

Quantity Cooking by Treat and Richards - Little, Brown and Company.

Antoinette Pope School Cookbook by Antoinette and Francois Pope - Brett Macmillan.

Canadian Cook Book by Wattie and Donaldson - Ryerson Press.

The School Lunch by Cronan - Copp Clarke Company.

Food for Fifty - Fowler, West, and Shugart - General Publishing Company.

A Handbook on Quantity Food Management by Evelyn Smith - Burgess Publishing.

Set of Quantity Recipe Cards PA-271 - Superintendent of Documents, Government Printing Office, Washington, D. C.

Quantity Recipes by Wood and Harris - New York State College of Home Economics, Cornell University, Ithaca, New York.

Food Service in Institutions by West and Wood - General Publishing Company.

Hospital Food Service Manual M27-54 - American Hospitals Association, Chicago, Illinois.

Quantity Recipes File by Lenore Sullivan - Iowa State College Press, Ames, Iowa.

Meals for Many - New York State College of Agriculture, Ithaca, New York.

Quantity Food Service Recipes by Margaret Terrill - Longmans Canada Limited.

Quantity Recipes for Quality Foods by Evelyn Smith - Burgess Publishing Company.

Recipes at Moderate Cost by Constance Hart - Ryerson Press.

The Hospital Dietary Department by Margaret Bernard - Burgess Publishing.

Magazine - "Canadian Hotel Review and Restaurant", Maclean-Hunter Publishing Company, 481 University Avenue, Toronto 2, Ontario - \$5.00 per year and 50¢ a single copy.

[illegible]

TX 911-5 F66
FOOD PREPARATION

39605967 CURR HIST



000012091989

AGGREGATE
COUNCIL
CALIFORNIA

AGGREGATE COUNCIL
COUNCIL
COUNCIL

TX 911.5 F66

Food preparation. -

39605967 CURR HIST

